

Where's The Art?



Fifty-five percent of the nation's elementary schools had full time visual arts teachers (45% did not); 73% of the students had art instruction once or twice a week; the average time for art instruction was 43 minutes per class; the mean teaching load was 555 students per week for elementary visual arts teachers, and 49 percent of the elementary art teachers taught in two or more schools during the academic year 1999-2000, according to the National Center for Education Statistics report, NCES 2002-131.

Without art study, large and important legacies of art and culture go unseen, unheard, unread, unstudied, and unlearned. Many of our children are being left behind. The surest way to create semiliterate graduates from American schools is to insure that many of the important artistic forms in which meaning is represented will be enigmas to our students—codes they cannot crack.

Educational *equity* is provided to our young by not simply giving them *access* to our schools, but by providing programs that enable them to become fully literate once they pass through the schoolhouse door.

We need better arts education policies for our children!

What Can You Do?

- *Lead efforts to generate public understanding of the ideas behind the importance of art education policies that promote student learning in art.*
- *Encourage parents, school boards, legislators, press/media to support better policies for art education programs that lead to student learning in art.*
- *Spend time at public meetings to review how art education policies can enhance the quality of art education for all students.*

SUPPORT IMPROVING ART EDUCATION POLICIES.

THE NATIONAL ART EDUCATION ASSOCIATION

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